

## GOVERNOR'S P-20 COUNCIL

Friday, August 5, 2005  
10:00 A.M.  
2<sup>nd</sup> Floor Conference Room  
1700 W. Washington  
Phoenix, AZ 85007

### AGENDA

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|--|--|
| 1. Call to Order & Welcome                                   | Governor Janet Napolitano                                  |
| 2. Introductions   | Dr. Rufus Glasper  |
| 3. Review and Discussion:                                    | Debra Raeder   |
| a. Charge of the P-20 Council                                |  |
| b. Long/Short Term Goals                                     |  |
| c. Meeting Dates   |  |
| 4. Presentation: Alignment Project                           | Steve Bella<br>PublicWorks                                 |
| 5. Presentation: National Educational Initiatives            | Dane Linn<br>National Governors Assoc.                     |
| a. Graduation Rate Project and Compact                       |  |
| b. Dept. of Education Review of Graduation/<br>Dropout Rates | Tom Horne<br>Superintendent of Public<br>Instruction       |
| 6. Presentation: Adolescent Literacy                         | Elizabeth Schneider<br>Alliance for Excellent<br>Education |
| 7. Presentation: Joint Conference Committee (JCC)            | Regent Ernie Calderon                                      |
| 8. Call to the Public  | Dr. Rufus Glasper  |
| 9. Announcements and Adjournment                             | Dr. Rufus Glasper  |



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 1.

**Subject:** Call to Order  
Welcome

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

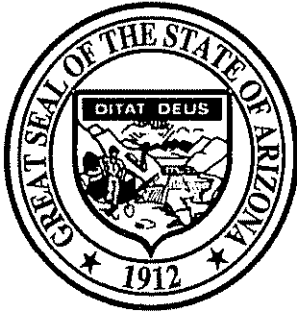
Governor Napolitano will call the meeting to order, welcome the members to the P-20 Council and introduce the Vice-Chair.

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#### Council Action

**Requested:** None.

**Attachments:** None.



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 2.

**Subject:** Introductions

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

The Vice Chair will introduce and welcome the P-20 members and guests.

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**Council Action**

**Requested:** None.

**Attachments:** Membership List

## GOVERNOR'S P-20 COUNCIL MEMBERSHIP LIST

Cathleen A. Barton US Education Director Intel Corporation	Bob Hagen Governor's Council on Innovation and Technology
	John Haeger, President Northern Arizona University
Mark Bryce, J.D., President Eastern Arizona College	Tom Horne Arizona Superintendent of Schools
Robert Cassa School Board Member	Jack Jewett Senior Vice President Tucson Regional Medical Center Governor's Council on Workforce Policy
Dr. Angel Cabrera, President Thunderbird, The Garvin School of International Management	Peter Likins, President The University of Arizona
Ernie Calderon Arizona Board of Regents	Kathy McGee Senior Vice President General Dynamics C4 Systems
Susan Carlson Executive Director ABEC	Dr. Laura Palmer Noone, President University of Phoenix
Michael Crow, President Arizona State University	Dr. Douglas Olesen Business Representative
Matthew Diethelm, President Arizona State Board of Education	Dean Phillips, Superintendent Gila Institute of Technology
Gregory Donovan, Superintendent Western Maricopa Education Center, District 402	Ms. Kristen Rex, Principal Glasford Hill Middle School
Bill Estes Southern Arizona Leadership Council The Estes Company	Cindy Rudrud, Principal Peoria Unified School District
Dr. Roy Flores, Chancellor Pima Community Colleges	Jeff Whiteman Great Phoenix Leadership Empire Southwest
Dr. Sybil Francis, Executive Director Center for the Future of Arizona School Readiness Board	
Rufus Glasper, Chancellor Maricopa Community Colleges	
Vivian Gonzales ACE Graduate	
Mayor Phil Gordon City of Phoenix	<b>EX-OFFICIO MEMBERS:</b>  Senator Toni Hellon Senator Harry Mitchell Representative Laura Knaparak Representative Ann Kirkpatrick



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 3.

**Subject:** P-20 Council

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

Review and Discussion:

- a. Charge of the P-20 Council
- b. Long/Short Term Goals
- c. Meeting Dates

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**Council Action**

**Requested:** None

**Attachments:** Executive Order  
Press Release  
PowerPoint Presentation  
Fortune Magazine Articles

## **Executive Order 2005-19**

### **Executive Order Establishing “Governor’s P-20 Council of Arizona”**

**WHEREAS**, a healthy economy and individual earning potential depends on the quality and availability of education from preschool through adulthood; and

**WHEREAS**, Arizona’s population continues to grow at nearly double the national average, placing greater demand on the state’s public elementary, secondary and post-secondary institutions; and

**WHEREAS**, Arizona employers and educators alike recognize the importance of well-aligned, rigorous educational opportunities and to create a workforce that is qualified for high-value jobs that can sustain Arizona’s economy and fast-growing service needs into the future; and

**WHEREAS**, currently only one-third of all college age Arizonans enroll in two or four-year post-secondary institutions, only 50 percent of those enrolled complete a Bachelors degree, and these statistics place Arizona well below the national average; and

**WHEREAS**, improved access to and completion of higher education may require new, affordable and more flexible ways of delivering degree programs among and between community colleges and universities; and

**WHEREAS**, communities, employers and educators across Arizona have begun looking at new ways to address educational rigor and preparation for post-secondary training and college; and

**WHEREAS**, enhanced student achievement in elementary, secondary and post-secondary institutions, as well as in the workplace, requires a comprehensive, statewide approach to education that ensures opportunities for individual success from pre-school through post-secondary education;

**NOW, THEREFORE**, I, Janet Napolitano, Governor of the State of Arizona, by virtue of the power vested in me by the Constitution and the laws of this State, do hereby create the Governor’s P-20 Council of Arizona (the “P-20 Council”) and order as follows:

(1) The P-20 Council shall consist of an appropriate number of members to represent the education and workplace communities. The Governor shall Chair the Council and appoint all members. Additional membership shall include but not be limited to:

- Not more than four members of the Arizona State Legislature who will serve as ex-officio members;
- The Superintendent of Public Instruction;

- A Member of the Arizona Board of Regents who is a member of the Joint Conference Committee (JCC);
  - Arizona's three State University Presidents;
  - Not more than four Community College Representatives, of which at least one shall be a member of the JCC, one shall be a rural community college representative, and one shall be an urban community college representative.
  - Two Superintendents of a Joint Technological Education District, of which at least one shall be a representative of a rural district and one shall be a representative of an urban district;
  - Three P-12 Education representatives, of which at least one shall represent a middle school or junior high school, one shall represent a high school, and one shall represent a charter school;
  - A Member of the Arizona State Board of Education;
  - A Representative of a four-year, private post-secondary institution;
  - A Representative of the Governor's Council on Innovation and Technology;
  - A Representative of the Governor's Council on Workforce Policy;
  - Not more than eight members of the public representing parent groups, business and industry;
  - A Representative of the Governor's School Readiness Board;
  - A Representative actively engaged in high school dropout prevention programs or policy;
  - A Student representative of a high school or post secondary institution;
  - A Tribal Representative;
  - Not more than two locally elected officials.
- (2) The P-20 Council shall explore ways Arizona can achieve a more effective, efficient and equitable education pipeline through some or all of the following strategies:
- Aligning high school, college, and work expectations to meet industry-specific skill sets in high-growth, high-skill occupations that will bring economic prosperity and diversity to Arizona.
  - Helping students at all levels meet higher standards and prepare for formal education and workforce training beyond high school.
  - Giving all students the excellent teachers and leaders that they need, particularly in the areas of math, science and literacy.
  - Strengthening high school and postsecondary accountability systems to better prepare students for college and increase enrollment and completion rates.
  - Improving middle school and elementary school standards to ensure high school preparedness for math and science.
  - Ensuring clear pathways for all students to obtain college degrees, regardless of point of entry.
  - Assessing the need to expand four-year degree programs at post-secondary institutions.

- (3) Members shall serve for staggered terms of one or two years. Members shall not serve more than two consecutive terms.
- (4) Members may not send designees to represent them at the Council meetings. Members who miss more than three consecutive council meetings are subject to replacement at the sole discretion of the Governor.
- (5) The Chairperson may form an executive committee or other committees as necessary.
- (6) The Council shall meet to conduct its affairs at least four times each year at various locations across the state.
- (7) The status of the Council shall be reviewed no later than December 31, 2006 to determine appropriate action for its continuance, modification or termination.

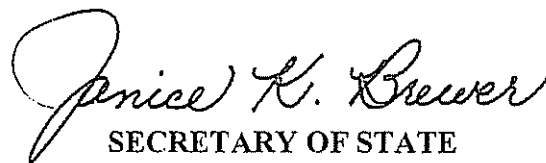
IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of Arizona.

  
GOVERNOR



Done at the Capitol in Phoenix on this 8<sup>th</sup> day of July in the Year Two Thousand and Five and of the Independence of the United States of America the Two Hundred and Thirtieth.

ATTEST:

  
SECRETARY OF STATE

## Who's No. 1?

# An Oral History of Netscape

# 6 SMART WAYS TO INVEST IN INDIA

# FORTUNE

JULY 25, 2005 \$4.99

# AMERICA THE 97-LB. WEAKLING?

# Tech. Schools. R&D. We're Losing Our Competitive Edge. Here's How We Can Get Strong Again.

LISTEN HERE. I'D SMASH YOUR  
FACE -- ONLY YOU'RE SO SKINNY YOU  
MIGHT DRY UP AND BLOW AWAY.



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7 [www.fortune.com](http://www.fortune.com) OCL Keyword: Fortune

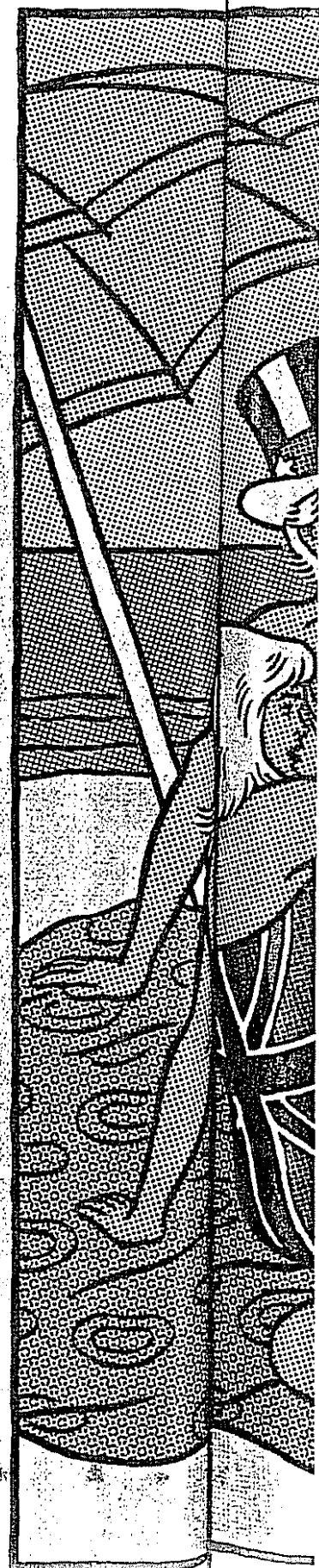
In the relentless, global, tech-driven,  
cost-cutting struggle for business ...

# AMERICA ISN'T READY

## [ HERE'S WHAT TO DO ABOUT IT ]

**BY GEOFFREY COLVIN ■** IT'S A CRISIS OF CONFIDENCE unlike anything America has felt in a generation. Residents of tiny Newton, Iowa, wake up to the distressing news that a Chinese firm—What's it called? Haier? That's Chinese?—wants to buy their biggest employer, the famed but foundering Maytag appliance company. Two days later, out of nowhere, a massive, government-owned Chinese oil company muscled into the bidding for America's Unocal. The very next day a ship in Xinshe, China, loads the first Chinese-made cars bound for the West, where they'll compete with the products of Detroit's struggling old giants.

All in one week. And only two months earlier a Chinese company most Americans had never heard of took over the personal





computer business formerly owned—and mismanaged into billions of dollars of losses—by the great IBM.

"Can America compete?" is the nation's new No. 1 anxiety, the topic of emotional debate in bars and boardrooms, the title of seminars and speeches offered by the liberal Progressive Policy Institute, the conservative economist Todd Buchholz, and countless schools and Rotary Clubs. The question is almost right, but not quite. We're wringing our hands over the wrong thing. The problem isn't Chinese companies threatening U.S. firms. It's U.S. workers unable to compete with those in China—or India, or South Korea. The real question is, "Can Americans compete?"

The stakes are mammoth: Respectable analysts believe it's possible—not certain, but possible—that the U.S. standard of living, after decades of steady ascent, could stall or even begin to decline. More worrisome is the chance that if the world's most powerful nation finds itself getting poorer rather than richer, some kind of domestic or even global political crisis could follow.

As for the big question at the center of it all—Can we compete?—the answer isn't obvious. The don't-worry-be-happy crowd points out that our last national fit of wailing and garment rending, when Japan was going to smite us in the 1980s, proved unfounded. We adapted and prospered, as we always had (and Japan didn't). But today's situation is so starkly different that it's tough to find comfort in our experience then.

We're not building human capital the way we used to. Our primary and secondary schools are falling behind the rest of the world's. Our universities are still excellent, but the foreign students who come to them are increasingly taking their educations back home. As other nations multiply their science and engineering graduates—building the foundation for economic progress—ours are declining, in part because those fields are seen as nerdy and simply uncool. And our culture prizes cool.

No one is saying that Americans can't adapt and win once more. But look at our preparedness today for the emerging global economy, and the conclusion seems unavoidable: We're not ready.

To understand better whether Americans are destined to be the scrawny and pathetic dweebs on the world's economic beach, it's necessary to refine the question. Who is most threatened? How come? What will it take to make America stronger in a new economic world? What political forces could propel—or derail—progress?

Many iconic U.S. firms—Coca-Cola, Procter & Gamble, Texas Instruments—already do most of their business and employ most of their workers outside the U.S. Conversely, some of the most American brands you can think of—Hellmann's mayonnaise, Jeeps, BV California wines—are owned by non-U.S. companies (Unilever, DaimlerChrysler,

and Diageo, respectively). To complicate matters further, many products of U.S. companies are made outside the U.S.—Maytag refrigerators are no longer made in Galesburg, Ill., but in Mexico—while many non-U.S. companies make products here—your new Toyota may have come from Kentucky. Now add a few more twists: Your Dell laptop may have been assembled in Malaysia from parts made by American companies in Thailand.

The truth is that large companies transcended nationality long ago, and globalization gives them as many opportunities as problems. It increasingly lets them hire, source, and sell wherever they like, and that is basically good news no matter where the incorporation papers are filed.

For American workers, globalization is a radically dicier proposition—far more so than most of them realize. The fast-changing economy is exposing vast numbers of them to global labor competition, and it's a contest millions of them can't win right now.

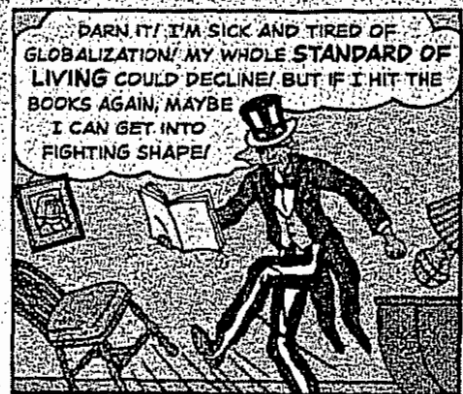
Three main factors are changing the game. First, the world economy is based increasingly on information, bits and bytes that have to be analyzed, processed, and moved around. Examples: software, financial services, media. Second, the cost of handling those bits and bytes—that is, of computing and telecommunications—is in free fall. Wide swaths of economic activity can be performed almost anywhere, at least in theory.

Turning theory into reality is the third factor: Low-cost countries—not just China and India but also Mexico, Malaysia, Brazil,

and others—are turning out large numbers of well-educated young people fully qualified to work in an information-based economy. China will produce about 3.3 million college graduates this year, India 3.1 million (all of them English-speaking), the U.S. just 1.3 million. In engineering, China's graduates will number over 600,000, India's 350,000, America's only about 70,000.

The result is that many Americans who thought outsourcing only threatened factory workers and call-center operators are about to learn otherwise. That is a giant development, because information-based services are the heart of the U.S. economy. With 76% of its jobs in services, America's economy is the most service-intensive of any major country's. Of course many of those jobs can't be shipped abroad: Chefs, barbers, utility and NFL linemen, and many others know they can't be replaced by even the smartest person in Bangalore.

But growing numbers of other service jobs are not safe. Everyone has heard about the insurance-claims processors, accountants, and medical transcriptionists in India and elsewhere who've taken away U.S. jobs by doing the same work for much less money. More alarming is that the value of outsourced jobs is steadily rising. Morgan Stanley is hiring Indian bond



**Don't worry about U.S. companies. Worry about U.S. workers.**



PROGRAMMERS PROTEST in New York against the outsourcing of jobs to places like Chennai, India (below), where tech workers learn Excel.



TOP: SCOTT THURMAN/IN-AP; BOTTOM: SAMANTHA APLETON

analysts, fearsome quants who can make or cost a company millions. Texas Instruments is conducting critical parts of its next-generation chip development—extraordinarily complex work on which the company is betting its future—in India. American computer programmers who made \$100,000 a year or more are getting fired because Indians and Chinese do the same work for one-fifth the cost or less.

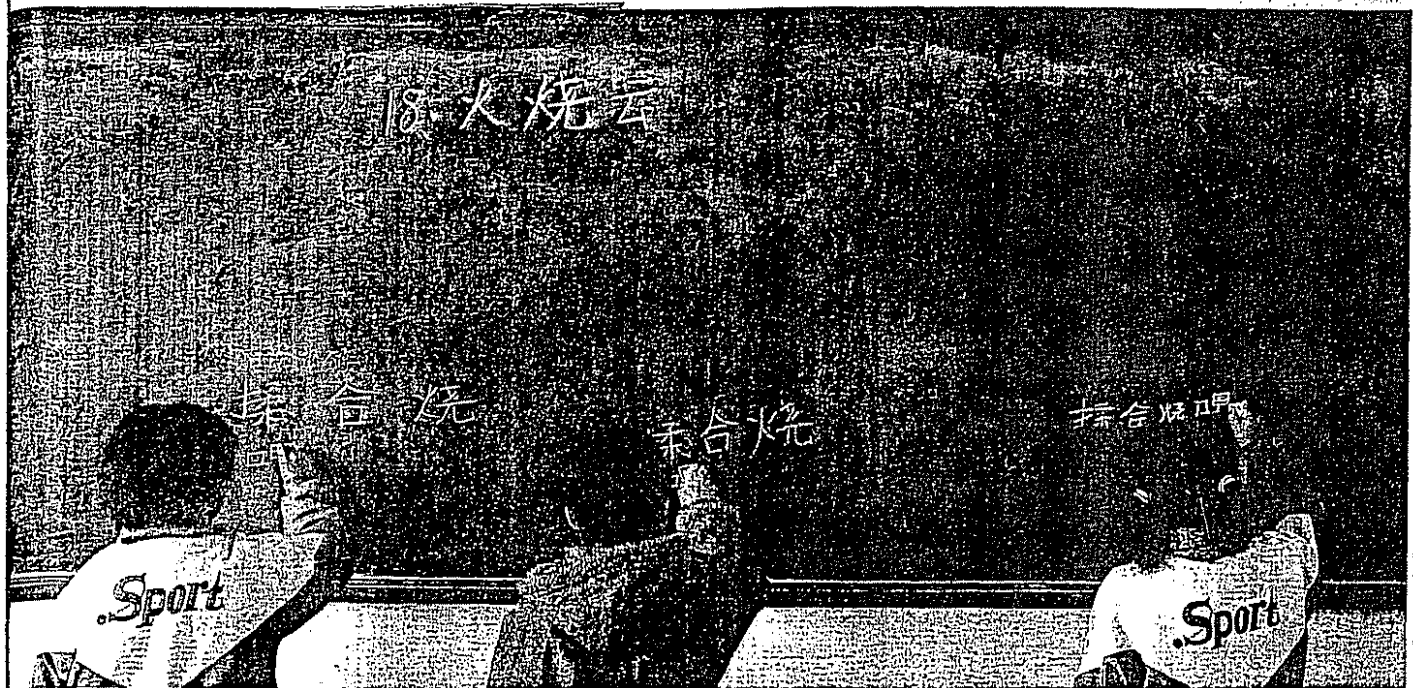
The big question is how far all this will go. A massive new study from the McKinsey Global Institute predicts that some industries could be changed beyond recognition. In packaged software

worldwide, 49% of jobs could in theory be outsourced to low-wage countries; in infotech services, 44%. In other industries the potential job shifts are smaller but still so large they'd create major dislocations: Some 25% of worldwide banking jobs could be sent offshore, 19% of insurance jobs, 13% of pharmaceutical jobs.

Looking at occupations rather than industries, some fields will never be the same. McKinsey figures that 52% of engineering jobs are amenable to offshoring, as are 31% of accounting jobs.

Adding up all the numbers, McKinsey calculates that some 9.6 million U.S. service jobs could theoretically be sent offshore

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**MOVING UP** In China, these desperately poor girls in Guyuan county get tuition help from a fund for improving women's education.

today. That is a staggering number. If all those jobs really did get outsourced, the U.S. unemployment rate would leap from 5% to 11.4%. For various reasons, not all those jobs will get sent abroad. Some companies aren't big enough to make the effort worthwhile. Some have infotech systems so old or messed up that they can't adapt to offshoring. Some managers just don't like the idea.

McKinsey figures that about 4.1 million service jobs will actually get offshored from high-wage countries to low-wage countries by 2008. It doesn't make a forecast for U.S. jobs, but others have done so. Forrester Research puts the number at 3.4 million white-collar jobs by 2015. Researchers at the University of California at Berkeley believe the number will be far larger, perhaps 14 million.

Even those numbers could be too low, because they're based on surveys of company plans today and extrapolations of current trends—always iffy predictors. Professor Thomas H. Davenport of Babson College believes that outsourcing is about to become radically easier and more widespread for a seemingly mundane reason. Davenport sees industry groups and professional associations rapidly standardizing processes like purchasing and billing, making them easy to measure and assess. When that happens, he says, "the low costs and low risks of outsourcing will accelerate the flow of jobs offshore."

The downward pressure on U.S. wages could be more immediate and severe than you might imagine. It is tempting to suppose

that the giant U.S. economy couldn't have felt much strain yet; the total number of offshored white-collar jobs is probably fewer than a million so far. But it doesn't take the shifting of many jobs to produce ripple effects through the whole economy.

Why? Most U.S. workers whose jobs are sent overseas will try to find new ones, perhaps in other industries or occupations. So the offshoring of any jobs will produce job seekers who will tend to push wages down even in industries in which outsourcing isn't happening. Far more significantly, the mere threat of moving jobs offshore is enough to hold wages down—those growing armies of skilled workers around the world are increasing the labor supply in many occupations, and the immutable law of markets is that

when supply goes up, prices come down. It has happened in all kinds of other markets—food, clothing, microchips, appliances. Why not in labor?

Some economists believe they see it happening already. They note that something extremely odd occurred in the U.S. economy last year: Average compensation, including pay and benefits, fell. That is a rare event; the last time it happened was 14 years ago. More important, it usually happens in or around recessions or when productivity is going nowhere. But last year wasn't like that. Productivity rose. The economy grew. The unemployment rate was low and falling. Every indicator pointed to strong wage increases, but just the opposite happened. Now some of the nation's most eminent economists, including professor Richard B. Freeman of Harvard and Stephen Roach of

## Math Problem

U.S. students have fallen behind in mathematical achievement. Here's how 15-year-olds rank against their peers, by country:

1. Finland
2. South Korea
3. Canada
4. Hong Kong
5. Netherlands
28. United States

Morgan Stanley, believe the supply of overseas workers in newly globalizing labor markets is holding U.S. pay down and will do so for years.

All those university graduates in China and India threaten U.S. living standards in another way. Paradoxically, it's not because they'll end up working for U.S. employers, but because some of them won't, finding jobs instead with domestic companies in their own countries. That's a problem for America if many of those graduates are top students in science and engineering.

You might wonder why we're constantly reading about Chinese graduates in engineering and not in law, medicine, literature, or philosophy. Why this veneration of the pocket-protector set? Engineering is fine, but there's more to life than technology, isn't there? Obviously there is. The question—and for America and the West it's a huge question—is whether there can be economic dominance without technology leadership.

Many economists would say no. "There is no other fundamental mover of economic development than science and technology," Columbia University professor Jeffrey Sachs has said. He notes that until the scientific revolution began in the 17th century, virtually everyone lived on the verge of subsistence. Three centuries of technology breakthroughs are the root of today's abundance in the developed world, and those with a technological edge—America, Japan, and Western Europe—still have the highest standard of living.

So in a world economy that threatens to pull down American wages, the key to fighting back is maintaining technological superiority—continually creating high-value new jobs that workers in the rest of the world can't do yet. What are the chances? A worrisome sign is that the brightest students from many Asian countries are staying home to get their Ph.D.s rather than coming to America, as they did in rising numbers until the mid-1990s (see charts). Those foreign Ph.D.s have been the driving force in scores of America's most successful and innovative tech firms, but now we're getting fewer of them, and other countries are getting more.

Perhaps worse, those who still come to America for their Ph.D.s—arguably the best of the best—are returning home in increasing numbers. In economies like China's or India's, growing two or three times faster than America's, elite students see huge opportunities. Even foreign nationals well established in the U.S. are heading home. "Many of my friends are going back," says professor Godwin

Wong of Berkeley's Haas School of Business. "They're leaving big corporate jobs here because they can make more money in China."

For the U.S. the loss of technology leadership could be historic. Without that advantage, there would be little to prevent living standards in the world's interconnected economies from equilibrating. The rest of the world's living standards would rise, and—at least in the near term—America's would decline.

Combine all those trends and the picture isn't encouraging for America. Though the U.S. is still the world's biggest and strongest economy by far, many Americans, from hourly workers to CEOs, feel as if they're getting sand kicked in their faces. They know they need some serious muscle building to match the other guys on the beach. And they're remarkably agreed on how to do it.

The No. 1 policy prescription, almost regardless of whom you ask, comes down to one word: education. In an economy where technology leadership determines the winners, education trumps everything. That's a problem for America. Our fourth-graders are among the world's best in math and science, but by ninth grade

they've fallen way behind (see table). As Bill Gates says, "This isn't an accident or a flaw in the system; it is the system."

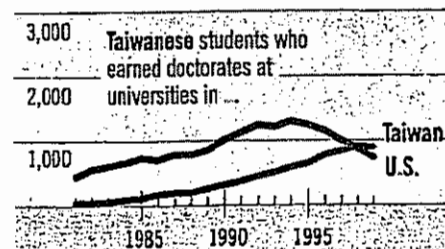
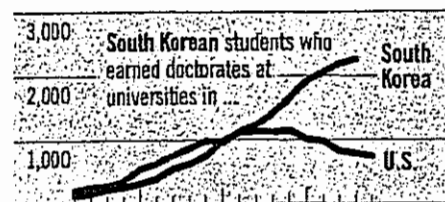
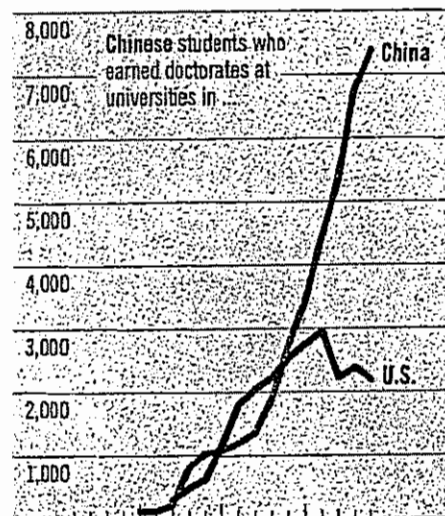
The good news is that we've overhauled the system before. A century ago, as America changed from an agricultural to an industrial economy, something called the high school movement swept the country. City and town leaders realized that an eighth-grade education, which was all that most people got, was no longer enough. They built and staffed high schools but rejected the European model, which prepared a small minority of young people for college, opting instead to prepare a majority of young people for life and work. This was a revolutionary concept, and many European authorities thought it foolish. But as research by Harvard's Claudia Goldin and Lawrence F. Katz has shown, by 1940, America was far and away the world's best-educated nation, a critical element of its post-World War II economic dominance.

We responded to a changing world again in 1958, after the USSR orbited Sputnik while our rockets kept blowing up on the launch pad. Congress passed the National Defense Education Act, which appropriated federal money for education in math, science, and foreign languages. It worked, along with America's grass-roots response to the threat. We went to the moon, science and engineering became cool, even glamorous, and we gained a wide technology lead.

Now we need to revolutionize our

## Learning Curve

Foreign doctoral candidates, who once flocked to U.S. universities, increasingly stay home.



FORTUNE CHART / SOURCE: NATIONAL SCIENCE FOUNDATION

schools again. As the world's richest country, we certainly have the resources, but we seemingly lack the will, while many of our competitors are obsessed with education. In China it's common for middle-school students to attend school from 7:30 A.M. to noon, then from 2 P.M. until 5, and again from 7 to 8:30 P.M. Contrast that with a nation where millions of parents are happy to let their kids spend hours hanging out at the mall or playing Grand Theft Auto on their Xbox or watching *Pimp My Ride* on MTV. To be sure, many upper-middle-class parents live in wealthy school districts with excellent schools, and they're making private tutoring firms like Sylvan Learning Centers and Kumon into

fast-growing businesses. But for most in the broad middle class or below, a top-notch K-12 education is a world away.

Evidence is mounting that the way to begin reform is for legislators to establish high standards for public schools and make the schools more accountable to parents. But even if that notion becomes a movement, it's not clear that better education will guarantee U.S. economic dominance. If we could somehow get our high school math and science scores up to South Korean standards, which would be a gargantuan achievement, then by that measure we'd be as good as they are—but they'd still be cheaper.

## GREAT EXPECTATIONS

Teenagers in India have big ambitions—and the confidence to match.



INDIAN FUTURES Delhi students Goyal, Dutt, and Karwal

WHAT KIND OF GLOBAL COMPETITION DOES YOUR KID face? Check out 15-year-old Saksham Karwal—as smart and creative as any American overachiever you're likely to meet, and maybe a little more driven. "We have the best brains, and we can beat anyone—no one is ahead of us," he says. The son of a former top executive at a multinational appliance manufacturer, Karwal wants to go to one of the elite Indian Institutes of Technology (IIT) to study engineering, then get an MBA and join "a good company." At the other end of the social spectrum, meet Amar Nath, 17, who has never been to a conventional school and has just started learning to read and write—but has the same drive as Karwal. After meeting "high-class people" in a Delhi market, where he was a porter, Nath realized that "speaking their English was a basic driving force." Now he wants to start his own hotel or restaurant and

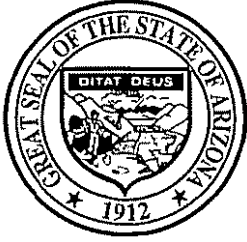
benefit from India's growing consumerism.

These teens are not unusual. The self-confidence of India's youth has grown exponentially since the country's economy began to open up 14 years ago. That has given them a big incentive to succeed at school—as has the insecurity of not having a social safety net. "In the U.S. the government provides for unemployment and Social Security," Karwal says. "There is nothing here."

They also feel relentless parental pressure. "The parents set strict goals, and they feel they must succeed," says Arun Kapur, who runs both the Vasant Valley school in Delhi, which Karwal attends (annual tuition: \$960), and the Ritinjali "second chance" school for poor children, where Nath goes. Vasant Valley lacks some of the amenities of Delhi's more expensive American School. But its students score high on exams and benefit from the rigors of the Indian system: They are not allowed to use calculators or computers as a crutch. "In Canada they have an overreliance on laptops," says Svati Goyal, 15, who spent three months there as an exchange student. Her goal: to study nuclear science at the University of California at Berkeley or MIT, to get a Ph.D., then

to set up her own research laboratory—in India.

India's focus on grades and success can be excessive. Parents discourage their children from studying the arts because universities do not consider them when assessing applications. Shiv Mohan Dutt, a tall 15-year-old with a wide range of interests who excels at chess and sports at Vasant Valley, would like a broader curriculum. He says the IIT "do not produce balanced individuals." He thought the focus was wrong when he was introduced during an internship at an engineering company as "93 Shiv"—the number reflected his good grades. Stories about students nervously waiting for exam results are widely reported, as are suicides by those overwhelmed by the pressure. (In Mumbai this year six students killed themselves before final exams.) But the strong survive. "If you try," says Svati Goyal, "you will succeed." —John Elliott



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 4.

**Subject:** Alignment Project

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

While high school marks the completion of years of learning culminating in a diploma, high school graduation is also the first step on the earnings and skill ladder. Recent high school reforms have focused on standards and test. Unfortunately, efforts that focus on "how" to reform high school will mean nothing without good information about what high schools should be preparing students to do after the graduation ceremony. Thanks to cries from the business community and claims by higher education institutions that students arrive less prepared than ever, the three "Rs" have taken on new meaning. Now, rigor, relevance and resources take center stage as calls to upgrade America's education systems are tied directly to economic survival. Arizona must now meet these new objectives by taking a closer look at what students have learned by the time they leave high school. Are Arizona high school students prepared to successfully enter the post-secondary world? Are K-12 skills aligned with entry points to the higher education and training necessary to obtain a high-demand occupation and increase earning potential? This alignment will be critical to any substantive economic development plan and any relevant high school reform proposal. Industry focus, as identified by the Arizona Department of Commerce, will be on construction, high-technology, tourism, life sciences, and transportation/logistics.

Steve Bella, from PublicWorks, will update the Council on Arizona's High School & Post-Secondary Skills Alignment Assessment Project.

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**Council Action Requested:** None

**Attachments:** See Attachment I



## **Arizona Alignment Project**

**Purpose:** The Arizona alignment project is intended to provide a guide for the P-20 council in the following three areas:

1. Determine the education and skill requirements needed for Arizona's high growth/ high wage occupations.
2. Identify the high school courses a student needs to take to be college and career ready.
3. Evaluate what needs to be taught in the high school classrooms that meet the expectations of employers and postsecondary institutions.

**Process:** PublicWorks, over the course of the next 4-6 months, will use surveys and best practice research to develop a guide for the P-20 council to evaluate the opportunities and challenges for Arizona so every high school graduate is college and career ready.

*Surveys.* PublicWorks will survey key stakeholders within Arizona to gauge the level of alignment among the stakeholders about what is needed to prepare high school graduates for college and a career. The stakeholders will primarily consist of three groups: high school educators, college instructors, and employers. Parts of these surveys will be modeled after national surveys to determine if Arizona faces similar disconnects as to how well prepared students need to be for college and work.

*Best practices.* PublicWorks will also utilize best practice research conducted by national organizations on the course requirements and the content standards recommended at the high school level for college and career readiness. These national recommendations will also be benchmarked against Arizona's existing system so policymakers can determine what parts of the existing system are unique to Arizona and what parts should be aligned with nationally based research.

### **Phase I. High wage/ high growth occupational analysis.**

PublicWorks will start with the key growth industries identified by the Arizona Department of Commerce (construction, high-technology, tourism, life sciences, and transportation/logistics) and determine the various occupations that fit under each industry sector. Using O'Net and ACT's occupational profile database, Public Works will determine the education and work skills needed among these targeted high growth/high wage occupations.

### **Phase II. Course survey and benchmarking.**

PublicWorks will survey key stakeholders within Arizona about what high school courses a student needs to take to be ready for college or a career. The survey results will be used to conduct a gap analysis as to any differences among the stakeholders on what course

requirements are needed in designing a college and career ready curriculum. In addition, PublicWorks will identify best practice states that have developed college ready course work in the high schools to serve as potential models for Arizona.


### **Phase III. Course content survey and benchmarking.**

PublicWorks will conduct a stakeholder survey on course content to identify the levels of proficiency required for college and career readiness. The survey will also provide the data for a gap analysis among the stakeholders as to what proficiency levels are needed to meet the expectations of employers and colleges. Like the coursework analysis, Public Works will identify best practice course content standards in high schools that prepare students for work and college, and benchmark those recommended standards to Arizona's current high school standards. Finally, PublicWorks will help identify which of Arizona's existing high school standards are aligned with the work and college ready assessments designed by ACT.

### **Phase IV. Final report.**

A final report will be written that includes the data collected from the surveys and comparisons between best practices recommendations and Arizona's existing system to produce a set of findings that can guide Arizona on steps needed to ensure high school students are prepared for college and careers. Those findings will include:

- Education and work skills needed in key occupations.
- Gap analysis among key stakeholders on courses and course content for college and career readiness.
- Analysis on how Arizona's existing high school standards compare to recommended college ready standards identified by several national organizations.
- Identification of Arizona's high school standards that are aligned to assessments developed by ACT for work and college readiness.



## Arizona Alignment Project

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### Subject Areas:

- Education and skill requirements for high growth/high wage occupations
- High school course work needed for college and career readiness
- High school course content for college and career readiness

### Process:

- Best practice benchmarking
- Stakeholder survey



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## Best Practice Benchmarking

- Achieve
- Standards for Success
- ACT
- Best Practice examples



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## Stakeholder Survey

### Survey groups:

- 1 High school educators
- 2 College instructors
- 3 Employers

### Process:

- Measure views of Arizona stakeholders
- Determine if Arizona is facing similar challenges measured on a National Level



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## National Data

- Skill Level
- College and Career preparation
- Types of Courses
- Content



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## The National Challenge: Education level and jobs

More Than Two-Thirds of New Jobs Require  
Some Postsecondary Education

Share of new jobs, 2000-2018



Source: U.S. Bureau of Economic Analysis, Bureau of Labor Statistics, 2019. U.S. Department of Education, Institute of Education Sciences, 2019. U.S. Census Bureau, 2019.



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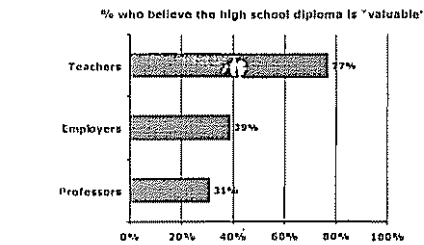
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## The National Challenge: Education level and jobs



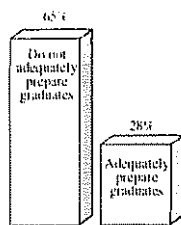
Source: Bureau of Economic Analysis, 1990-1991

THE NATIONAL CHALLENGE

## National Data:

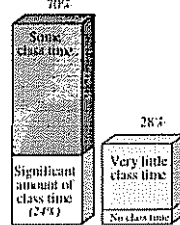
### College preparation measured by college instructors

Do public high schools adequately prepare graduates to meet the expectations they face in college



Source: Bureau of Economic Analysis, 1990-1991

In first-year classes, how much class time do you spend reviewing material and skills that should have been taught in high school?

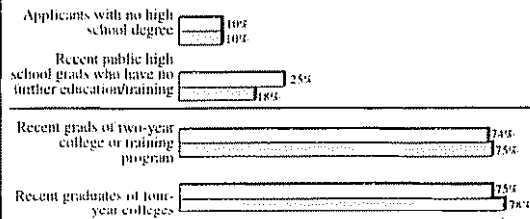


Source: Bureau of Economic Analysis, 1990-1991

## National Data:

### Career preparation measured by employers

- ☐ Extensively/very well prepared for typical job in my company
- ☐ Extensively/very well prepared for advancement in my company



Source: Bureau of Economic Analysis, 1990-1991

THE NATIONAL CHALLENGE

## National Data:

### Types of courses

(Employers/instructors' average estimates of percentages of public HS graduates NOT prepared in each subject)

#### Employers

Ability to do math 41%

Quality of writing 38%

#### College Instructors

Ability to do math 50%

Quality of writing 50%

Source: ACT, Inc. (2007). College Academic Skills of Graduates Expected to Enroll in 2007-2008.

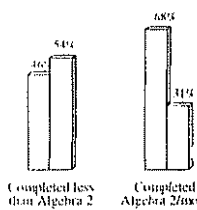


## National Data:

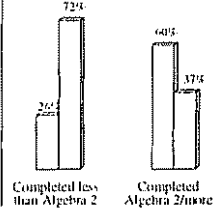
### Algebra II

☐ Extremely/very well prepared ☐ Somewhat/not too/not at all well prepared

#### Non-students



#### College students



Source: ACT, Inc. (2007). College Academic Skills of Graduates Expected to Enroll in 2007-2008.



## Course Content:

### Ranking of Major Writing Skill Categories

Rank (1 = most important)	High School language arts teachers	College entry-level-course instructors
1	Writing Strategy	Grammar and Usage
2	Sentence Structure	Sentence Structure
3	Organization	Writing Strategy
4	Style	Organization
5	Punctuation	Punctuation
6	Grammar and Usage	Style

Source: ACT, Inc. (2007). College Academic Skills of Graduates Expected to Enroll in 2007-2008.



## Course Content:

### Ranking of Mathematics: Process Skills

Rank (1 = most important)	High School teachers	College faculty
1	Planning and carrying out a strategy for solving multi-step problems	Performing basic operations with a calculator
2	Solving problems posed in real-world settings and interpreting the solution	Recalling quickly basic facts, definitions, formulas, and algebraic procedures then using them correctly to solve a problem
3	Performing basic operations with a calculator	Planning and carrying out a strategy for solving multi-step problems
4	Reading and interpreting graphs, charts, and other data representations	Solving problems posed in real-world settings and interpreting the solution
5	Recalling quickly basic facts, definitions, formulas, and algebraic procedures, then using them correctly to solve a problem	Recognizing and using patterns to solve problems

Reprinted with permission from the National Council of Teachers of Mathematics

Public Works

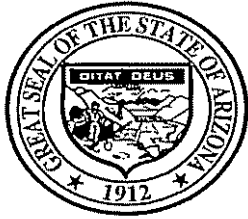
## Report – Findings

- Education and skill levels needed for high growth/high wage occupations.
- Course requirements
  - Stakeholder alignment
  - Best practices
- Content requirements
  - Stakeholder alignment
  - Best practices

Public Works



- Public Works is one of the leading firms specializing in improving state government management, policy, and efficiency, including strategic planning with state agencies and the executive branch at the highest levels.
- Our philosophy is reflected in our name: We believe wholeheartedly in the value of the public sector. That is why our senior personnel have all spent their careers in public service, and it is what drives our activities in private consulting. We are dedicated to making sure the public sector works as well as possible.
- Public Works has provided policy development, long-term planning and management consulting to governors' offices, state treasurers, state auditors, attorneys general, a secretary of state, and numerous state cabinet agencies, as well as many members of Congress and municipal officials.
- Our senior level personnel have all served extensive tours of duty in state government in policy-making positions, including former state cabinet officials, gubernatorial and U.S. Senate chiefs-of-staff, and state and agency policy directors.
- Visit our web site at: [www.public-works.org](http://www.public-works.org)



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 5

**Subject:** National Education  
Initiatives

**Submitted by:**  
Debra Raeder  
Executive Director

### ----- Background Information -----

At the NGA Annual Meeting in July, 2005, Governor Napolitano signed onto a compact with 45 other states to calculate high school graduation rates using the same definition. In a recent report by the Manhattan Institute, Arizona's graduation rate is reported at 70 percent. The Arizona Department of Education reports a 74 percent graduation rate. The longitudinal data are tracked at the local level. There is no statewide longitudinal tracking system. While Arizona is doing a relatively good job of calculating its graduation rate, there are ways the state can improve its data system. For example, Arizona could better ensure the quality of the graduation rate data by tracking students at the state level. Furthermore, the state could track additional indicators including more accurate annual and cohort dropout rates. And finally, the state should create a seamless tracking system that follows students from high school to postsecondary education. NGA reports this is the first time in the nation's history that states have agreed to calculate graduation rates using a common definition. Arizona's participation in this compact signals the state's support for collecting and reporting comparable data across states.

Dane Linn, from the National Governor's Association, will provide an update on high school reform activity across the states as well as provide the Council with an overview of the graduation rate project and compact.

Superintendent Tom Horne will present a brief overview of Arizona's Graduation/Dropout Rates.

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**Council Action Requested:** None

**Attachments:** See Attachment 1

■ redesigning  
the american  
high school



graduation  
counts

## A Compact on State High School Graduation Data

**A**merica's high schools play an integral role in preparing students for college and work in the 21st century. High school success is more important than ever for the health of our economy, for civic life and to ensure equal opportunity. Unfortunately, the quality of state high school graduation and dropout data is such that most states cannot fully account for their students as they progress through high school. Until recently, many states had not collected both graduation and dropout data, and those that have collected these data have not generally obtained accurate information. Therefore, as education reform efforts increasingly focus on high schools, the quality of graduation and dropout data becomes even more critical.

Earlier this year, the National Governors Association convened a Task Force on State High School Graduation Data—which included representatives from the American Federation of Teachers, the Business Roundtable, the Council of Chief State School Officers, the Education Commission of the States, the Educational Testing Service, the Education Trust, the National Association of State Boards of Education, the National Conference of State Legislatures, the National Education Association, Standard and Poor's and the State Higher Education Executive Officers—to make recommendations about how states can develop a high-quality, comparable high school graduation measure. The task force also proposed complementary indicators of student progress and outcomes and data systems capable of collecting, analyzing and reporting the data states need. The task force members found substantial consensus on which to build their findings and recommendations.

**W**ith this compact, the undersigned commit to:

- Take steps to implement a standard, four-year adjusted cohort graduation rate. States agree to calculate the graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier. Graduates are those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system and data systems will ideally track individual students with a longitudinal student unit record data system. Special education students and recent immigrants with limited English proficiency can be assigned to different cohorts to allow them more time to graduate.
- Lead efforts to improve state data collection, reporting and analysis, and link data systems across the entire education pipeline from preschool through postsecondary education.
- Take steps to implement additional indicators that provide richer information and understanding about outcomes for students and how well the system is serving them. Additional indicators include five- or six-year cohort graduation rates, completion rates for those earning alternative credentials, in-grade retention rates, a college-readiness rate and a high school dropout rate.
- Report annual progress on the improvement of their state high school graduation, completion and dropout rate data.

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## News Release

07/17/2005

### Governors, National Organizations Reach Agreement on Graduation Rate

#### NGA Releases Graduation Data Task Force Report as Governors and Education Leaders Sign Compact

Contact: John Blacksten  
Office of Communications

Contact: Jodi Omeear  
Office of Communications

#### Des Moines, Iowa-

For the first time in the nation's history, states reached a common definition for their high school graduation rate, it was announced today. Forty-seven governors and 12 national organizations signed onto ***Graduation Counts: A Compact on State High School Graduation Data*** at a ceremony during the National Governors Association (NGA) Annual Meeting here this morning.



The compact stems from the newly released ***Graduation Counts: A Report of the NGA Task Force on State High School Graduation Data***. The report outlines five task force recommendations states should use to develop a high-quality, comparable high school graduation measure, as well as complementary indicators of student progress and outcomes and data systems capable of collecting, analyzing and reporting the data.

Through the compact, governors and organizations represented on the task force agreed to implement the following recommendations:

- begin implementing a standard four-year adjusted cohort graduation rate;
- lead efforts to improve state data collection, reporting and analysis, and link data systems across the entire education pipeline from preschool through postsecondary education;
- take steps to implement additional indicators that provide richer information and understanding about outcomes for students and how well the system is serving them; and
- report annual progress on the improvement of their state high school graduation, completion and dropout rate data.

"As chairman of NGA, I have made it my priority to raise national awareness about the urgent need to improve America's high schools and make them more challenging and relevant to student needs," said **NGA Chairman Virginia Gov. Mark Warner**. "However, without better data, our efforts will fall short. Because of the inconsistent quality of state data on graduation and dropout rates, many states cannot account for the status of their students as they progress through high school and beyond. The historic compact we signed today will help address this problem."

The NGA Task Force on State High School Graduation Data was convened earlier this year in Washington. The task force included representatives from: eight governors' offices, the American Federation of Teachers, the Business Roundtable, the Center for the Social Organization of Schools at Johns Hopkins University, the Council of Chief State School Officers, the Education Commission of the States, the Educational Testing Service, the Education Trust, Holland & Knight, the Manhattan Institute, the National Association of State Boards of Education, the National Conference of State Legislatures, the National Education Association, Standard and Poor's, the State Higher Education Executive Officers, and the Urban Institute. Although they represented different constituencies, task force members found substantial consensus on which to build their findings and recommendations.

"Governors, chief state school officers, higher education executive officers, legislators, state boards of education, district officials, principals and teachers together must lead the charge to create better systems and methods of collecting, analyzing and reporting graduation and dropout data," the report said.

"Our ultimate goal is that all students graduate from high school--and graduate ready for college and work," said David P. Driscoll, Massachusetts Commissioner of Education. "But to do that we must first understand the scope and nature of the dropout problem, as well as how effectively high school systems are performing and serving students."

"Clearly, better data alone will not increase graduation rates or decrease dropout rates, but without better data states cannot adequately understand the nature of the challenge they confront. Knowing the scope of the problem, why students are leaving, and what their educational and personal needs are can help leaders target resources more effectively in support of those young people who are at-risk or who have already dropped out," Gov. Warner said.

The forty-six states and 1 territory who signed the Compact are: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Georgia,

Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia and Wisconsin.

The 12 national organization who signed the Compact are: Alliance for Excellent Education, American Association of State Colleges and Universities, The Business Roundtable, Education Commission of the States, The Education Trust, Educational Testing Service, National Association of Secondary School Principals, National Association of State Boards of Education, National Conference of State Legislatures, National Education Association, Standard and Poor's School Evaluation Services, State Higher Education Executive Officers.

The NGA Center for Best Practices will work with states as they implement the compact and its provisions, and will share best practices with governors and the education community. For a copy of *Graduation Counts: A Report of the NGA Task Force on State High School Graduation Data* and the language of the *Compact on State High School Graduation Data*, please visit [www.nga.org](http://www.nga.org).

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**Please note that this printable version may not contain the full text of any PDF files or other attachments.**

*Printed from the NGA web site.*



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 6.

**Subject:** Adolescent Literacy

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

The Alliance for Excellent Education has developed a framework for an excellent education for all middle and high school students, a key element of which is an Adolescent Literacy Initiative. In the report Every Child a Graduate, the Alliance notes that approximately six million secondary school students read well below grade level, which prevents them from succeeding in challenging courses and places them at a great risk of dropping out of school. However, research shows that students who receive intensive, focused literacy instruction and tutoring will graduate from high school and attend college in significantly greater numbers than those not receiving such attention. Despite these findings, few middle or high schools have a comprehensive approach to teaching literacy across the curriculum.

Elizabeth Schneider, from the Alliance, will provide the Council with an overview of the Alliance's activities that focus on raising adolescent literacy levels. Central to that work was the publication last fall of Reading Next, a report that has been widely acclaimed by the practitioner, research and policy communities for articulating the 15 instructional and infrastructure elements that should be considered as effective adolescent literacy programs are developed and implemented. The Alliance is looking forward to working with Arizona's education and policy leaders to examine the scope of the state's adolescent literacy challenges and the interventions that may be in place in schools and districts across the state, and to working with state leaders to develop recommendations for a more effective, comprehensive approach designed to improve the reading and writing skills of Arizona's secondary school students.

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**Council Action Requested:** None

**Attachments:** See Attachment 1

## **Steps Toward a Statewide Adolescent Literacy Plan**

Presentation to the Arizona P-20 Council

Elizabeth Schneider  
Alliance for Excellent Education  
August 5, 2005

### The Alliance's Framework:

In its landmark 2004 report *Reading Next*, the Alliance for Excellent Education identifies 15 items that – according to credible research – promote higher reading and writing achievement in middle and high schools:

- |   |   |
|---|---|
| 1. Direct, explicit comprehension instruction             | 9. Ongoing formative assessment of students             |
| 2. Effective instructional principles embedded in content | 10. Extended time for literacy                          |
| 3. Motivation & self-directed learning                    | 11. Professional development                            |
| 4. Text-based collaborative learning                      | 12. Ongoing summative assessment of students & programs |
| 5. Strategic tutoring                                     | 13. Teacher teams                                       |
| 6. Diverse texts  | 14. Leadership  |
| 7. Intensive writing                                      | 15. A comprehensive & coordinated literacy program      |
| 8. A technology component                                 |   |

### Key Questions for Arizona:

How is the state performing in adolescent literacy, and what are its priorities for improvement?

What policy levers currently exist and what other resources can the state draw upon, to influence district and school practice in these 15 areas?

### Ways in Which the Alliance Can Help:

The Alliance will conduct a review of student performance data in reading and writing, along with any existing data on workforce needs, teacher demographic patterns, and other information that might help to identify likely priority areas for a statewide literacy plan.

The Alliance will conduct a survey of existing state and district policy levers (e.g., content area standards, assessments, licensure requirements, performance incentives, accountability mechanisms, curriculum guidelines, textbook regulations, and so on), in order to identify those that might have a significant impact on each of these elements.

The Alliance will create an inventory of additional resources in the state (e.g., school-business partnerships, community organizations, research institutes, private foundations).

Further, the Alliance offers to work with the P-20 Council to convene a statewide conference on adolescent literacy, bringing in national experts to speak directly to the questions facing Arizona and to explore the connections between adolescent literacy and teacher quality, early literacy, extra learning opportunities, workforce development, adult literacy, and postsecondary education.



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 7.

**Subject:** Joint Conference  
Committee

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

Regent Ernie Calderon will provide a report on the work of the Joint Conference Committee for Universities and Community Colleges (JCC). The JCC, which oversees the transfer and articulation between community colleges and universities, has been tasked with developing legislative recommendations.

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**Council Action Requested:** None

**Attachments:** See Attachment 1

**JOINT CONFERENCE COMMITTEE OF THE  
UNIVERSITIES AND COMMUNITY COLLEGES OF ARIZONA**

**Presentation to the Governor's P-20 Council  
August 5, 2005**

In 1981, the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) established the Joint Conference Committee of Universities and Community Colleges of Arizona (JCC), with equal members from both boards. Their charge was to oversee agreements between the community colleges and universities which would enhance statewide student access to four-year degree programs.

When the SBDCCA was eliminated in 2003, the JCC was reconstituted with representatives from the Arizona Board of Regents, university presidents, community college presidents and community college trustees.

In 1996, under the leadership of the JCC, the public universities and community colleges developed a new model of transfer articulation for the purpose of improving the existing system and insuring that students could transfer to the universities without loss of credit. This new model includes a statewide general education curriculum, clear pathways for transferring into majors at the universities, and, with additional funding from the state legislature, extensive web-based technology for providing students, faculty and staff with critical information to plan for and support the transfer process.

The JCC recognizes that with expected growth and increasing demands for an educated work force, additional improvements could be to our transfer system. The JCC members are in the process of identifying 3-5 initiatives for the specific purpose of improving affordable access to the baccalaureate degree. With the concurrence of university and community college presidents, the Arizona Board of Regents and community college trustees, these recommendations will be implemented jointly by the universities and community colleges. The JCC will announce the plan by October 1, 2005.

As a uniquely constituted body, with community colleges and university members focused on transfer articulation, the JCC endeavors to participate in developing solutions for improving access to baccalaureate degrees for Arizona's citizens and to serve as a resource to other groups seeking to address this serious issue.

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**2005-06 JCC Membership**

***Community College Members***

Ms Jan Guy, Co-Chair, Trustee, Cochise College  
Dr Brenda Even, Trustee, Pima Community College  
Dr. Terry Calaway, President, Central Arizona  
College  
Dr Larry Christiansen, President, Mesa Community  
College  
Ms Kathy Boyle, Executive Director, Arizona  
Community College Association

***University Members***

Ernest Calderón, Esq., Co-Chair, Regent  
Ms Christina Palacios, Regent/President  
Mr. Benjamin Graff, Regent  
Dr. John Haeger, President, Northern Arizona University  
Mr. Joel Sideman, Executive Director, Arizona Board of  
Regents



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 8.

**Subject:** Call to the Public

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

This item provides Council members an opportunity to hear public comment on agenda items. Comments not specific to agenda items, according to open meeting laws, may not be addressed by the Council.

In order to ensure that all individuals desiring to speak during the public comment period be properly acknowledged and to allow sufficient time for the comments, we ask that a "Request to Speak" information sheet be completed and submitted to either the Council Chair or staff prior to the beginning of the meeting. Comments are limited to three minutes.

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**Council Action Requested:** None

**Attachments:** None



## GOVERNOR'S P-20 COUNCIL

August 5, 2005

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**Agenda Item No.** 9.

**Subject:** Announcements  
Adjournment

**Submitted by:** Debra Raeder  
Executive Director

### ----- Background Information -----

**Announcements:**

- a. Next Meeting of the P-20 Council: Date and location
- b. Other

**Adjournment**

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**Council Action Requested:** None

**Attachments:** None